

375.05-377413  
SWEET BRIAR COLLEGE



3 2449 0511189 5

BULLETIN OF  
SWEET BRIAR COLLEGE



INSTITUTE  
of  
NATIONAL NEEDS AND RESOURCES

SWEET BRIAR, VIRGINIA  
PUBLISHED BY THE COLLEGE  
MAY, 1942

Number 2

WILLIAM HENRY COCHRAN  
WILLIAM HENRY COCHRAN

BULLETIN  
OF  
SWEET BRIAR COLLEGE

INSTITUTE OF NATIONAL NEEDS  
AND RESOURCES

APRIL 10-12, 1942

SWEET BRIAR, VIRGINIA

---

PUBLISHED BY THE COLLEGE

*In March, May, July and September*

Entered as Second-Class Matter at the Post Office  
Sweet Briar, Virginia

Digitized by the Internet Archive  
in 2011 with funding from  
Lyrasis Members and Sloan Foundation

## INTRODUCTION

DR. META GLASS, President, Sweet Briar College

The Institute of National Needs and Resources that was held at Sweet Briar College from Friday, April tenth, through Sunday, April twelfth, came into being upon the realization of the value of some concentrated consideration of national questions, in addition to the many single lectures from time to time on various phases of national and world conditions. The success of a Consumer Conference at Skidmore and consultation with Dr. Mabelle Blake, Adviser on Consumer Programs for Schools and Colleges, prompted the selection of a three-day period for the Institute and suggested some effective techniques. Topics claiming attention were more extensive than consumer education and so the more diversified program was evolved.

The proposal of such an Institute was made to the community—students and faculty—at a weekly convocation, to be acted on after consideration. Both groups endorsed the proposal. The students declared a "closed week-end" on which students would stay at college and not entertain guests, thus securing their major attention for the Institute. The faculty decided to suspend classes on Friday afternoon and Saturday morning, offering to assist, with conferences or arranged meetings, students who found difficulty in doing the work of the classes missed. There was an organizing committee of faculty members and students. Tau Phi, an upperclass student society, offered its services in sponsoring and preparing for the sessions. They formed the discussion groups, selected the chairmen and leaders, secured their consent and appropriate meeting places for all groups, acted as ushers and question gatherers, and assisted in the entertainment of speakers and panel members.

The discussion groups made the formal presentations more vital and lasting in effect. Some of the groups continued to meet during the following week. An ordered body of knowledge and a keen interest resulted.

The Institute called for full cooperation between all the departments of the college and groups of the community and, in addition to its main contribution, secured a satisfying result in fine and generous collaboration.

SWEET BRIAR COLLEGE  
INSTITUTE OF NATIONAL NEEDS AND RESOURCES

APRIL 10-12, 1942

Tau Phi, Assisting

Sessions in the Chapel. Discussion Groups were announced.

FRIDAY, APRIL 10TH

- 2:30 p.m. Presiding—President Meta Glass  
National Needs and Resources—  
Judge Dorothy Kenyon, New York City
- 4:30-5:30 p.m. Discussion Groups
- 8:00 p.m. Presiding—Miss Eugenia Burnett  
Mobilizing Material Resources — Colonel Paul  
Logan, Quartermaster General's Office  
Mobilizing Human Resources — Dr. A. Ford  
Hinrichs, Acting Commissioner of the  
U.S. Bureau of Labor Statistics  
*Question Panel:* Col. Logan, Dr. Hinrichs, Judge  
Kenyon; Dr. Lorin Thompson, Virginia  
State Planning Board; Dr. Boone, Dr.  
Cameron, Miss Williams

SATURDAY, APRIL 11TH

- 8:30-9:30 a.m. Discussion Groups
- 10:30 a.m. Presiding—Dr. Gladys Boone  
Industry and War Work—Miss Beulah Amidon,  
Industrial Editor of the *Survey* and the  
*Survey Graphic*  
The Cost of the War—Dr. J. Theodore Morgan,  
Adjunct Professor of Economics and Soci-  
ology, Randolph-Macon Woman's College  
*Question Panel:* Dr. Boone, Miss Amidon, Dr.  
Morgan; Mr. Ames B. Hettrick, Virginia  
Chemical Company; Dr. Raymond, Dr.  
Cameron, Dr. Robert D. Meade, Professor  
of History, Randolph-Macon Woman's  
College; Dr. Lorin Thompson

SATURDAY, APRIL 11TH

4:30-5:30 p.m. Discussion Groups

8:00 p.m. Presiding—Dr. Belle Boone Beard

Health and Nutrition—Dr. Helen Mitchell,  
Nutritionist, Federal Security Agency

Social Defenses in the War—Dr. Geoffrey May,  
Deputy Assistant Director, Defense Health  
and Welfare Services, Federal Security  
Agency

*Question Panel:* Dr. Beard, Dr. Mitchell, Dr.  
May; Mr. Paul N. Guthrie, Associate Pro-  
fessor of Economics and Sociology, Ran-  
dolph-Macon Woman's College, Dr. Rice,  
Dr. Krassovsky, Dr. Thompson, Mrs. Lill,  
Mrs. Wailes

SUNDAY, APRIL 12TH

10:00 a.m. Presiding—Dr. Marion J. Benedict

The Church in Crisis—The Reverend Bernard  
Iddings Bell, Providence, Rhode Island

The Responsibility of Religion in the Peace and  
Reconstruction—The Reverend Russell C.  
Stroup, First Presbyterian Church, Lynch-  
burg, Virginia

The Relation of Personal Religion to the  
Strength of the Church—Dean Mary Ely  
Lyman

*Question Panel:* Dr. Benedict, Dr. Bell, Mr.  
Stroup, Dean Lyman, Dr. Lyman, Dr.  
Crawford

5:15 p.m. Musical Vespers—President Glass and the Sweet  
Briar College Choir



THE THREE SPEAKERS OF THE OPENING DAY WITH EUGENIA BURNETT, PRESIDENT OF STUDENT GOVERNMENT, WHO PRESIDED AT THE EVENING SESSION. THE SPEAKERS ARE COLONEL PAUL LOGAN, JUDGE DOROTHY KENYON, AND DR. A. FORD HINRICH.

# THE INSTITUTE IN REVIEW

---

## NATIONAL NEEDS AND RESOURCES

JUDGE DOROTHY KENYON

What I want to discuss is our resources in terms more particularly of women. What is going to happen to women and what can we make happen to them?

War cuts across a pattern of a life-time and of centuries and breaks up all the habits and customs of civilization. And yet, good *does* come from war. It is at such times that human beings discover their capacity to survive, to adjust, and to do things which they never thought possible. We have come now to the greatest catastrophe, the greatest breaking-up the world has ever seen, to what amounts to a social revolution. We see a world desperately wanting to save what will make a democracy secure and give us the pattern of life that we want.

We now find ourselves invited, urged, on all sides to come and help in this greatest undertaking now in progress. There are not enough men for the factories, not enough to sail the ships, not enough in any category, and so women will be called upon to enter fields that have never been open to them before. Next year 15 million educated women will be needed instead of the six million who are needed this year. These women can be divided into five categories: those who will manufacture the weapons of the war; those who will make the materials for the maintenance of the armed forces; the medical, dental, and nursing services for the men in the field; the clerical and professional women in the government effort; and the non-combatant services such as the proposed Auxiliary Women's Army.

What should we as women do? One of the most important things to remember is that we must train our brains to skills which we already have and for other skills for which we have an aptitude. We must apply our talents in the place where they are most needed. We are all going to be able to find our places; it is a matter of adaptation.

One other thing we must remember. We 15 million women working must be 15 million women thinking about the problem of the post-war period and the kind of world that we want then. An enormous number of us will continue after the war being trained to work in capacities where training matters. We cannot be idle parasites then. The world is going to need everybody for reconstruction and reorganization.

While working for victory, we must also think of the world of freedom in which we are going to live afterwards. Women have a great responsibility and a more fascinating problem to face than any other group. If we stick to the adage of trained brains, of developing the potentialities of every single one of us to their fullest capacity, we shall have a world that will have been worth fighting for, and, of course, we are going to win that world.

## MOBILIZING MATERIAL RESOURCES

COLONEL PAUL LOGAN

The mobilization of our country's material resources is perhaps the most frequently discussed topic in the world today. Its importance cannot be overestimated, because the success or failure of this factor will determine the outcome of the war, a result of vital significance for the United Nations and for generations to come. The term "material resources" must be understood in its widest significance for it covers both tangibles and intangibles: factories and transportation facilities, such natural resources as land, power, mines, and such human resources as labor, mechanical skill, and managerial ability. All these resources are called upon in modern warfare, for the economic factors are as important as the military in determining our success or failure, and the cost in money and sacrifice will be shared by all citizens both now and in the years to come. Every man, woman, and child, therefore, must contribute his part to the total war effort, to mobilizing material resources.

Mobilization on such a vast scale obviously can be accomplished only through one agency, the government, which can control and re-channel all resources. It is impossible to regulate or control the operations of one segment of our industrial economy without concomitant supervision of other factors with which that segment is joined. Government control operates in a three-fold way. First, it establishes price control of labor. Second, the government allocates specific production to individual plants. And, third, it regulates through licenses, embargoes, and permits, the mechanisms of priorities, which affect the flow of materials in foreign and domestic trade.

Certain outstanding essentials in war production can be listed. Most important are raw materials, for present supplies must be safeguarded and future supplies must be accumulated. Those which we do not have and for which we must find substitutes are known as strategic raw materials, such as rubber, tin, mercury, and manila fiber, — seventeen in all; raw materials which are limited in quantity, such as wool, phenol, and aluminum, — twenty-six in all—are classified as critical; and materials that may prove insufficient are placed on a surveillance list. Control of industrial output involves a shift from non-essential production to essential, from automobiles to tanks, armaments, and shell-loading plants, and also requires the full cooperation of both capital and labor. War production likewise involves the fostering of public opinion, that powerful factor in a democracy which, if not built up by us, will be built down by our enemies. Contributing services, — for example, power, transportation, and the like, — must also cooperate. In foreign trade, there must be an increase both in our needed imports and in our exports to the United Nations. Moreover, fuel and food, already limited or diverted to war production, must be further restricted.

The duty of every American is to accept cheerfully the necessary sacrifices and to cooperate accurately with all government controls. We must neither underestimate the power of the enemy nor the importance of each individual citizen, for everyone has his part to contribute in the total war effort. The mobilization of our resources must be done quickly and in time. Delay may mean defeat.

## MOBILIZING HUMAN RESOURCES

DR. A. F. HINRICHS

A nation at war must have the largest possible number of people engaged exclusively in essential occupations. There are four types of necessary work: the strengthening of the army and navy, the supplying of equipment and munitions to the armed forces, the providing of adequate transportation for these supplies, and the production and distribution of sufficient goods and services to maintain both the army and the civilian population at high levels of efficiency. The best mobilizing of all our resources for war depends upon the effective balancing of the resources devoted to these four tasks.

In the first stage of our transition to a war basis, it was possible to expand war production without disrupting the civilian economy. But that day is past. Restrictions on the civilian mode of living are already in force. These limitations are made necessary, not so much because of an increase in the *rate* of war production, as because of the enormous amount of absolute quantities necessary. Almost our entire supply of many metals must be diverted to war production. Many civilian industries have had to be closed as the men have entered the armed forces. The employment of persons engaged in the maintenance of the civilian population is expected to decline from 44 million at the end of 1941 to about 32½ million by the close of 1943. For the next year or two all our efforts must be directed to assure that every man, every machine, every pound of raw material that can be used in the direct military effort is so used.

But we must also plan now to maintain a *balanced* all-out use of our resources, for the needs of the civilian population as well as for those of our army. Under conditions of extreme pressure such as Germany has faced, a nation finds that some civilian occupations, such as agricultural work, need men and women even more than the army does. All *necessary* work is war work. Taking a job that is necessary to civilian maintenance means releasing someone else for so-called war work. Young women are needed in airplane factories; available workers should be organized for seasonal occupations; additional nurses for the armed forces can be recruited from civilian institutions, if they can dilute their graduate staff with trainees. Soldiers and workers in munition factories will be easy to get. It will be much harder to get persevering new workers for the humdrum jobs of civilian supply. But this type of work is necessary to maintain even an approximation of our usual standard of living.

We still have 3½ million people unemployed, upon whom we can draw to increase our labor supply by about 1½ million laborers. But the basic expansion of our total labor supply will call for hundreds of thousands of extra workers who do not ordinarily look for jobs. By the end of this year we shall need 1,300,000; by the end of next year, 5,400,000. Since jobs will be available a few at a time, rather than in large numbers, the workers must present themselves in a steady and persistent flow. These volunteers can come from only two groups, students and housewives. During 1942 we want to conserve for full-

time war work the supply of students over 18 and of younger married women without children. They should not offer themselves for part-time volunteer duties that can be performed by women with young children or by older women. Students in liberal arts colleges, for their part, should realize that college work is necessary work, for trained minds are necessary to replace at the bottom those who have moved up. They will be necessary also for the difficult post-war period when, in the economic adjustments that will be inevitable, people with a larger perspective will be needed. If students are gaining this, they have reason to believe for this next year that they are engaged in necessary work.

### *The Questions*

The first opportunity for open questioning of the speakers came Friday evening, immediately following the speech of Dr. Hinrichs. According to the practice established for the Institute, the questions were addressed either to individual speakers, or to the Question Panel at large.

Some of the questions had been prepared in advance, in the discussion groups; others, rising more directly from the speeches, were written on slips of paper, collected by ushers, and presented to the Panel by the presiding chairman. In this session, as in all of the others, the questions, running into hundreds, were far too numerous to be answered on the spot. To meet this situation, the chairman rapidly sorted the questions and gave preference to those most cogently based upon the subject of discussion, and to those asked often enough to indicate wide-spread student interest.

The first three speeches opened many problems, upon which the students desired further discussion. Some are suggested in the few, representative questions which follow:

After demobilization, when the men return to civilian jobs again, should women be forced to leave positions in which they have replaced men; should women now, as they take these jobs, be prepared for such an eventuality; or, if women are to be retained, what adjustments can be made?

What information is available regarding organization and personnel of the Women's Auxiliary Army Corps?

Should labor be voluntary, or should it be allocated or drafted by the Federal Government in order to gain all-out production during war time?

What constitutional provisions are there which will prevent the Federal Government from taking advantage of its present powers of control and which will insure the return to private ownership after the war of industries now devoted to war work?

Is it true that interstate barriers on trucking are disturbing and slowing down the transportation and allocation of vital defense material?

Would not government control of wages and prices avoid profiteering, increase production, and make post-war adjustments easier?

Should skilled aliens be put to work in defense industries; is there any evidence of employers hoarding skilled labor?

What opportunities for immediate service are there for women graduating this June from a liberal arts college, having pursued a non-scientific course?

## INDUSTRY AND WAR WORK

BEULAH AMIDON

American industry faces the greatest challenge of its history. The President's estimate of more than fifty billion dollars for war production in 1942, translated into human terms, calls for an increase of 10 million workers, trebling the present number of labor forces in war production. How is industry to supply the plants, the blue prints, the raw materials, the equipment, to employ this force and make the guns, tanks, planes, uniforms which we need? Not by "business as usual."

The problem that industry was faced with when conversion was accepted, was first of all the question of equipment. It is not a simple matter of taking machinery already in use, for some machines are adaptable to the war effort and some are not. Even when it is adaptable, when you turn from making one type of product on an assembly line to another, there are problems of rearranging your material, rearranging your flow, seeing that your workers can stand or sit in a normal position. The extent and urgency of the need for new machines and for retooling has brought a serious shortage of tool and dye makers, the aristocrats of labor. Securing raw materials has been made infinitely more complex by the defeats in the Pacific.

The problem of man-power is acute and complicated. It involves the recruiting of new workers, retraining of present workers, and maintaining such relations between workers and management as to keep production continuous and at a maximum. Where are the new workers to come from? High school graduates of this spring and housewives are two sources. The borderline employables and groups against whom there has been discrimination must be drawn in. Since allocation of labor is one of our most serious problems, there is urgent need for one single agency to deal with labor supply.\* War production not only requires conversion of plants, but also training of workers in completely new habits. For instance, automobile workers formerly handling steel must be taught the much more delicate operation of coating airplane wings made of aluminum with an alloy two one-thousandths of an inch thick. Finally, we have much to learn about the conduct of relations between management and men. So important is this, not only in dealing with grievances, but with production problems themselves, that the War Production Board has put forth a plan for joint management-labor committees on production in all plants with war contracts.

The problem of the smaller industry in the whole production program is one that is receiving a great deal of attention at this time for

---

\*Such an agency has since been established under Paul McNutt.

two reasons: (1) The plight of the small employer who cannot get materials to make his ordinary output. There are many examples of the employer who had a definite output of consumer goods, confronted with a stalemate because he cannot get materials. (2) The problem of war production itself, and the overwhelming need to swing into that program every bit of man-power and worker-skill that the nation possesses.

Unless we can gear into our war production machinery for the small as well as the big plant, we are licked now and the flow of goods will not be enough. We were slow to realize this, but we are trying to do something about it now.

I would like to close by reading a statement by Donald Nelson: "This war is like no other war of history. In other wars, men, using weapons, did the fighting. In this war, machines, using men, do the fighting. And the side with the most and best machines will win."

## THE COST OF THE WAR

DR. J. THEODORE MORGAN

Professor Morgan's speech, which aroused much discussion, criticized the common view which tends to think the public debt analogous to private debt. An internally held public debt implies that some persons owe others within the same economy; credits exist together with debits, "we owe the debt to ourselves." There are frictional disadvantages connected with a large debt, arising out of the heavy volume of transfers to interest receivers from taxpayers. But it is possible to show that a debt of say eight hundred billion dollars could be carried at our level of national income.

Money is a token which we exchange against goods and services. We use it as a convenient tool to direct resources and labor into those channels where they are most needed. The *real* costs of war are borne in so far as we work harder or consume less. Basically we must bear this burden as the war is going on, and we cannot, if we would, postpone it to the shoulders of any future generation.

To the extent that we use our formerly unemployed resources of men and abundant raw materials, the war costs nothing. In this stage we can have both more guns *and* more butter.

After we attain full employment, we can further increase output of goods and services for war by consuming capital, real and monetary. For example, we can melt up junked cars, and neglect maintenance of machinery; and we can sell gold abroad, and exchange title to foreign assets against needed imports.

In the last stage we have to choose between guns *or* butter. The only other source from which we can increase output for war is to cut consumption. The President's program for fiscal 1942 implies a drop of ten billion dollars in consumption under calendar 1941.

• What has money to do with this real analysis? The government wants to tax us heavily and have us buy bonds until it hurts, not primarily because it wants more money—it can create that readily through bank credit expansion—but in order that we shall have less.

Otherwise, increased government spending would compete with increased consumer spending for our limited resources; and we should inevitably have that sharp and prolonged rise in prices which we call inflation. The government, briefly, is using money as a tool to allocate resources. During the war, we should work toward social equity by taxing upper income groups heavily, but the middle and even some of the lower income groups must also be taxed to cut consumption adequately; that is, free sufficient men and resources for war production. With respect to borrowing, a systematic scheme like the Keynes plan for compulsory savings is highly desirable.

What about the post-war economic situation? We will have more skilled men and more equipment than ever before. The backlog of consumer demand unsatisfied through the war period, demand for capital goods from a devastated Europe and perhaps from China, and opportunities created by technological advance—these suggest a high level of investment, and hence “prosperity” after the war. If and when these do not provide sufficient demand to lead to full employment, appropriate taxation and other laws designed to favor investment, low interest rates, and finally a government public works and consumer credit (deficit financing) program should secure us full employment, and, in fact, the highest level of national income we have ever known.

### *The Questions*

Do the workers in war industries feel that their services are commensurate with the services of the fighting forces? Should labor be permitted to receive higher wages and limited hours when men in the fighting forces make no such demands?

Do you think government conscription and control of labor is necessary?

Will the status of the Negro in the U. S. (economically and socially) be improved as a result of this war?

Is there no sense in which the cost of the war is measured by loss of resources, human and material, which are not, after all, unlimited?

How would a plan for enforced savings operate? Under whose direction would it be placed?

Can we successfully raise the standard of living without taking into consideration much lower standards of living in other countries, particularly if we do away with trade and immigration barriers?

## HEALTH AND NUTRITION

HELEN MITCHELL

Food, to put nutrition in a simpler form, has played a very real part in the history of wars. The science of nutrition moves ahead faster under war conditions than under peace time conditions. Little was known of deficiency diseases at the time of World War I. It is true that we knew a little of scurvy and beri-beri, but our knowledge was so slight that we counted the food sent overseas in terms of calories. Now we count according to vitamins.

Since the first World War, the science of nutrition has flourished. We have much knowledge which should be put into practice. The nutrition program of the government today is becoming a promotion program. We must bring to more people the benefits and results of research. The U. S. Public Health Service, the Childrens' Bureau, the Farm Security Administration, N.Y.A., and W.P.A. are a few of the agencies that are attempting to carry forward this program. Even so, many groups have not been reached. Donald Nelson says we must have a twenty-five per cent production increase. Not only must we have more workers, but workers now employed must have extra energy and vitality.

There is not a high correlation between nutritional standards and income, as malnutrition is found among people with ample incomes. Nutrition in 1942 should mean the improved health and vitality of all our citizens. We are encouraged by the fact that malnutrition can be corrected at any time in one's life. Therefore, nutritional education must extend to all ages and all social groups. It is not a new science or a new idea, but a stepping-up of interest and application, that is needed. It is high time more attention is given to the improvement of human beings through careful planning and practice of the readily available knowledge of nutrition. The inauguration of school lunches has improved both grades and behavior.

Interest is being aroused. It is not difficult to give people information when they want it. Part of our problem of teaching people what to eat consists in making them want to get and use information on nutrition.

About one third of the calories of the working classes consists of bread. In spite of the information regarding the superiority of brown bread over white, only two per cent of the wheat milled in this country last year was whole wheat. Greater progress, however, has been made

since the dramatic discovery of "enriched" flour. The first enriched bread was made available on a national scale less than a year ago and reports indicate that approximately thirty per cent of the bread sold today is enriched.

Nutrition is not a problem for the home economists alone. Psychologists, sociologists, and economists are needed to help change national habits. Yet it is not sufficient for experts to have this knowledge. It must become the common knowledge of all citizens. The Red Cross has provided nutrition courses for more than one hundred and fifty thousand women. It is estimated that two hundred thousand have taken extension courses through demonstration clubs. We need continued emphasis through movies, magazines, newspapers, posters, and especially by word of mouth. We must build better bodies than we have today.

## SOCIAL DEFENSES IN THE WAR

GEOFFREY MAY

There are many people who believe that the crucial need of the hour is only tanks, planes, guns, ships. They would throw overboard Social Security, public health, education, and recreation. The record, however, both in America and Europe, shows the importance of social services. A nation in times of stress needs not only material resources, but the preservation of human values.

Let us look at Great Britain and France. Great Britain lacked tanks, planes, guns, trained men. France had the mightiest defenses in Europe—on paper. England is still fighting a valiant fight. France fell. For the British a London reduced to dust could live. Though unscarred, the Paris of Laval and Darlan is a lifeless corpse. Great Britain placed her values on human beings and their needs; France on material needs. Britain depended upon her social services to maintain effective community life. These have been expanded, not curtailed, as evidenced by the extension of the Personal Injury Act, disablement compensations, health insurance and other health protections, unemployment compensations and workmen's compensation benefits. Britain considers her welfare services her third great line of defense, next only to military forces and industry.

America must make the American way of life a better and more convincing way of life for every man, woman, and child in the country. One of the most heartening things about our war effort is

its full recognition of these needs—for health and housing, for education and recreation, for the general welfare and civil security.

Community problems in a national crisis can be solved only by admitting the Federal Government to partnership with states and localities. However, the only place to solve a problem is where it is. We as responsible citizens dare not be indifferent to such problems as: defense workers living in trailers without adequate recreation, privacy, or even adequate sanitation; crowded and poorly equipped school buildings; discrimination against Negroes and other minority groups; unskilled workers dragging their families from place to place seeking jobs which they cannot fill; and appalling unmet recreation needs.

The one paramount challenge of the world today is the challenge to intelligence—to the capacity for wise thought and planned action in behalf of the kind of life we believe free men are entitled to live.

Governmental functions must change to meet the changing social needs. Many services non-existent in 1917 are now considered by us essential. The public now recognizes the necessity for federal participation in highway building, in social and economic planning, in administering security services such as aid to dependent children, the needy, the aged, and the blind; vocational training and employment services, community recreation and housing. We are now seeing the necessity of more extensive and better coordinated plans for adequate health facilities. Both public and private agencies must merge their efforts into unified community plans for the solution of health and welfare problems. The solution of these problems can be achieved and this achievement will strengthen democracy.

### *The Questions*

Please be more specific as to what as Sweet Briar students we can do to help solve the social problems which you have described—this summer, for instance?

What is the effect of the war on the present social class structure in this country?

What provision is the government making to take care of the children of the women who must be drawn into industry?

What steps in housing and sanitation are being taken by state planning boards in defense boom areas? What has the federal government done?

Are there likely to be changes in the social institution, "the family," in the post-war period? If so, of what nature?

What are the psychological effects of the war and accompanying problems on small children?

Can you give us some idea of the sweeping social changes that may occur as a result of this war? We are especially interested in changes in the position of women, and in the position of the Negro.

## THE CHURCH IN CRISIS\*

DR. BERNARD IDDINGS BELL

A world at war brings judgment upon the Church. Is the Church today truly bearing witness to the nature of God and of man, and to their relationship as revealed in Christ?

The Church must challenge a secular society built upon pride, ambition, desire to dominate, and lust for this world's goods. To uproot these motives from the human heart is the function of Christ's followers. To a sick mankind the Church has given a soothing ointment of sentimental piety instead of the drastic and unpopular challenge of the prophets. Such a Church becomes powerless and finally parasitic.

If the Church is really to influence the world, present and future, it must so reform itself as to proclaim the ethics of Jesus without toning it down into consistency with the world's views, assured that His way of life is God-given.

As interpreted by Jesus, human life finds its significance in values indestructible by death, and its only abiding satisfaction in union with God. All men are brothers, made to live together in a mutually sacrificial sociality, and any exploitation of privilege, by individuals or nations, is fratricidal folly. It is better to serve than to be served. Enemies are to be loved: for some, this involves complete non-violence; for the majority, the frustration of evil may require force or war, but even then the constructive uniting of mankind can come only through love and self-effacement. We must do the right today, not postpone it to a future generation. Children are the most important of all people. To lay up riches to escape the obligation to useful labor is morally and economically unsound.

Because Jesus lived His ethical convictions and proclaimed them, He was crucified. Most Christians today do not themselves realize that to be His followers necessitates obedience to such searching moral demands. A vague and vacillating Church is not worth crucifying.

Today, however, as in former crises, instead of dying in futile respectability, the Church may produce men who will obey Jesus Christ and so receive an outpouring of power. Even now there are some in all communions who are hearing the command to make every aspect of man's life belong to God. Some followers of Jesus are facing the revolutionary character of Christian morality. Meanwhile, the majority of the Church's members continue their complacent compromise with secularism.

---

\*Dr. Bell's speech in full is scheduled to appear in the July issue of the *Atlantic Monthly*.

If the Church does awake to challenge the fundamental motivations of our secularized society, the world will respond by persecution. The roots of peace and true freedom lie deeper than the world has been willing to go. Christians, like Christ, must be ready to lay down their lives in defiance of the mores of their time if the world of tomorrow is to be brought into obedience to God.

## THE RESPONSIBILITY OF RELIGION IN THE PEACE AND RECONSTRUCTION

REV. RUSSELL C. STROUP

Though it is true that the Church has often compromised and failed to bear clear and courageous witness, it has not wholly failed. Even now, from the silent voices of protest in the concentration camps in Germany, and the Church leaders in Norway, and others in all lands who have been put to the test, comes evidence that many Christians are carrying their protest to the point of martyrdom.

Both inside and outside the Church, men and women are today facing with new realization the fact of God in the world. We are being forced to see that we live in a moral universe, where individuals and nations cannot break moral laws with impunity. The tragic outcome of disregarding the Ten Commandments and the Sermon on the Mount is clear, but wherever in our dealings with other peoples we have in some measure followed the principles of the Sermon on the Mount, the result has been friendship and mutual support in time of need.

The present world crisis can be used by God in working out His purpose for mankind. Through men of science, He has already brought the peoples of the world into a physical unity, but in the past no corresponding spiritual unity has been achieved. We are neighbors by science, but not by religion. Now we are seeing that we must become united spiritually as well, and must give up our selfish nationalism. The world cannot exist half-stuffed and half-starved. We sought to save ourselves by isolating ourselves from the needs of the world, but that was impossible. "Whosoever would save his life shall lose it, but whosoever shall lose his life for My sake, the same shall save it." Even national life must finally recognize that principle, and save itself by giving itself to some sort of international society.

The essential brotherhood of man, which the Christian Church has always tried to teach, is being forced upon us by our present dependence upon nations of other races. After the war, we shall have learned

that claims to racial superiority are invalid. Meanwhile, it will do us little good to fight for democracy on a far battlefield, if we do not practice it at home.

We have been a materialistic people, with a "century of progress" measured in terms of material things. Now we are learning that "a man's life consisteth not in the abundance of things that he possesseth."

After this war, America will be thrust into a new position of leadership. Will it be Christian leadership?

## THE RELATION OF PERSONAL RELIGION TO THE STRENGTH OF THE CHURCH

DR. MARY ELY LYMAN

"Why does the Church let it happen?" people ask. Before the war broke out, Christians all over the world were praying that it might be averted. The deep-rooted violations of the spiritual life which plunged the world into chaos have been analyzed this morning, and we see why the Church could not stop the tragedy.

The Church is, nevertheless, the one agency that men can trust to grapple with the world's desperate problems. Even during the war, the Church is "doing something about it," and building for a better future.

In the first place, the Church is vocally protesting against those things that create war. In Germany, when others either succumbed to totalitarianism or fled the country, the leaders of the Confessional Church not only remained, but in an epoch-making document affirmed that Christians are bound to obey God's commands above those of the state. The prospect of death for their boldness deterred neither these men nor the eleven hundred of the clergy in Norway who defied the Quisling régime.

The Church is, further, helping to wipe out the boundaries set up by belligerency and achieve fellowship and healing even under war conditions. The Federal Council of the Churches of Christ in America and the World Council of Churches are both functioning in the spirit of the Oxford Conference which declared in 1937: "If war breaks out, then preëminently the Church must manifestly be the Church, still united as the one body of Christ, though the nations wherein it is planted fight one another."

Thirdly, more than any other organization, the Church is now preparing for the peace. The Malvern Conference called by Archbishop Temple in England, and the conference at Delaware, Ohio, called by the Federal Council Committee on Plans for a Just and Durable Peace, illustrate the determined and realistic preparation that the Church is stimulating.

The Church is able to play its rôle in our tragic time because for nineteen centuries it has cherished a philosophy adequate to meet the need—a philosophy with three basic elements: God as the Father of the whole human family; the consequent brotherhood of all men, without racial or national separation; the righteousness of the will of God, and the hope of a redeemed society through the redemptive work of human beings committed to His will.

Granted that the Church has not lived this philosophy to the full, still it is an organization that claims our allegiance because of what it is at present doing and what, with our loyalty, it can do. Though not serving as ministers, women actually carry a large share of the Church's work. To us comes this opportunity, unparalleled in history, to help to draw the world out of chaos and destruction and fashion it into a brotherhood.

### *The Questions*

Realizing that the Church has so largely failed, how can the "average" Christian help strengthen it? What can college students do, particularly during the summer?

Do you think that a union of the churches of Christ is necessary for the renaissance of the universal Church?

How can support of the war by the Christian Church be reconciled with the other principles that have been listed?

If internationalism and brotherhood are violated as before, what means can the Church take to stand up for Wilson's principles? Is it probable that there will be strong representation of the Church on the peace council?

Has the Church tried to keep its brotherhood with Japanese non-Christian brothers? With Axis non-liberal Christians?

How can such a fundamental doctrine of Christianity as "brotherly love" be reconciled in the hearts and minds of Christians with the necessity of killing their fellow-men?

Have women more opportunity to serve through the Church today than in former periods?

## LIBRARY EXHIBIT

The main object of the Library exhibit was to arrange books and pamphlets under the broad headings of the topics of the Institute meetings, and to have them readily accessible to readers. This was achieved by collecting tables, chairs, and reading lights, and arranging them in the Exhibit Gallery, with each table showing a collection of books and pamphlets, together with a bulletin board containing maps and posters.



The first table showed the collection of books on military and civilian defense—on the art of modern warfare, strategy, fire-fighting, and first aid.

The second table, backed with a map of the world, displayed books on the actual and potential theatres of the war—the Far East, Europe, Africa, the Panama Canal, and South America. Supplementary material consisting of books on life in the occupied countries, England, and Germany was shelved in a small bookcase.

Books relating to the current crisis, such as Shirer's *Berlin Diary*, Guedalla's *Mr. Churchill*, and novels and poetry of the war, were displayed in exhibit cases as suggested supplementary readings.

One of the most important features of the display was the material on war economy. A large map of the material resources of the United States formed the background of a collection of books, pamphlets, and government documents on subjects of finance, taxation, production, and defense materials.

Also important was the collection of materials relating to the social aspects of the war—housing, health, nutrition. The exhibit was completed with a collection of books and magazine articles on the contrast of intellectual and religious life in the axis and democratic world, emphasizing peace aims and plans for a future world order.



*"Part of the exhibit in the Mary Helen Cochran Library.  
It was in constant use during the Institute."*

## STUDENT OPINIONS

"The Institute was not only exciting and a lot of fun, but it stimulated more beneficial thought than any of us had anticipated."—Anne Bundy, '42.

"The Institute was a great success in the attitudes that it inspired in the Sweet Briar girls towards the present emergency, and the realization of the hard work and all-out effort it will call for. The sessions were too long; too much concentration was needed to assimilate the new information with what was already known, and to get the questions in order."—Margaret Troutman, '42.

"The lectures were too general and dealt with things already familiar to the audience. Neither the speakers nor the students were prepared to deal with facts. The discussion groups were very stimulating and could have lasted longer than an hour."—Margaret Gwyn, '42.

"I think it filled its purpose completely, in that it awakened the student to a realization of the needs of the United States in the present crisis, and gave her something definite from which to determine her best part in working for this country."—Lynn Emerick, '43.

"I think that the Institute was a much bigger success than people thought it would be. As Dr. May said, it's hard to bring the war to Sweet Briar, but this helped a lot, and has made people more interested in working this summer."—Clare Eager, '43.

"I thought the variety of opinions and ideas expressed by the speeches helped to give us a truer picture of the situation at hand. The discussion groups were an important part of a very well organized Institute."—Marion Shanley, '44.

"I was most impressed with the fact that the Institute encouraged confidence in the possible good effects that may result from this war. The speeches also helped to show that people in government positions are well-fitted for their jobs, and are looking forward to and planning for the post-war world."—Louise Smith, '44.

"I thought it was wonderful. Everyone woke up and began to see what was happening. It would be good to have one next year."—Wilhelmina Cullen, '44.

"I enjoyed it more than I thought I would. It got me in lots of arguments that I would not have gotten in otherwise, but it gave me the chance to discuss and consider lots of things about which I'd known practically nothing before."—Sadie Gwyn Allen, '45.

"The Institute was very good. It brought lots of questions to your mind, and answered some of them. However, it was a bit vague and general in spots. It gave room for thought, and inspired you to do further reading on several topics."—Wylene Chapman, '45.

## BIOGRAPHICAL NOTES ON THE SPEAKERS

### JUDGE DOROTHY KENYON

A.B. Smith College; J.D. New York University; LL.D. Keuka College, New York; admitted to the New York bar in 1917. General practice, 1919-1939; member of Straus and Kenyon, 1930-1939. Justice of municipal court, New York City, 1939-1940.

Member of League of Nations Committee on Legal Status of Women since 1938. Member of the executive committee of the Citizens Union of New York; of the Mayor's Committee on Property Improvement, 1938. National director of the American Civil Liberties Union; director of Consumers' League of New York, Consumers' Cooperative Services, Inc.; Pioneer Youth of America. Member of the committee to draft a model state law on consumer cooperative corporation, 1937. Member of the American Bar Association and many other professional groups.

\*

### LIEUTENANT COLONEL PAUL P. LOGAN

Captain of Infantry Reserve in 1917; sailed with American Expeditionary Forces in 1918; served at the front and with army of occupation.

Graduated from Infantry School, Fort Benning, June, 1926. Served in many posts as captain and as instructor. Graduated from Quartermaster Corp Subsistence School in 1932. In 1936 became chief of Subsistence Branch in Office of Quartermaster General. Graduated from Army Industrial College in 1939, and assigned as instructor in the Army Industrial College thereafter. Promoted to major in 1938; to lieutenant colonel 1940. At present assigned to Subsistence Branch of the Office of the Quartermaster General, Washington, D. C.

\*

### A. FORD HINRICHS

Economist. A.B. Cornell; A.M. and Ph.D. Columbia University. Instructor at Columbia 1923-1924; director of research, New York State Bureau of Housing and Regional Planning, 1924-1926; associate professor, Brown University, 1926-1934; director of Brown Bureau of Business Research, 1929-1934; chief economist, U. S. Bureau of Labor Statistics, 1934-1940; acting commissioner since 1940.

Director of Rhode Island Consumers' League, the National Economics and Social Planning Association.

Author of several volumes and numerous articles on labor and economics.

## BEULAH AMIDON

A.B. Barnard College; studied law for one year at University of Southern California; spent two years studying abroad prior to college.

Has spoken and written for suffrage organizations; worked on Committee on Public Information, and written for many newspapers. At present associate editor of the *Survey and Survey Graphic*. Articles in *New Republic*, *Nation*, *Atlantic Monthly*, *Independent Woman*; pamphlets on public affairs.

✱

## J. THEODORE MORGAN

A.B. and A.M. Ohio State University; Ph.D. Harvard University. Has taught at Skidmore and University of Hawaii; tutor in economics at Harvard. At present adjunct professor of economics at Randolph-Macon Woman's College.

Has traveled in Hawaii, Japan, China, the Philippines, and Europe. Member of Phi Beta Kappa, American Economic Association, American Economic History Association.

✱

## HELEN MITCHELL

A.B. Mount Holyoke College; Ph.D. Yale University. Professor of Physiology and Nutrition, Battle Creek College; Research Professor in Nutrition, Massachusetts State College. At present serving as Principal Nutritionist, Office of Defense Health and Welfare Services, Federal Security Agency. Head of organizing unit and clearing house for information in nation-wide health training program. Member of Committee of Foods, Nutrition, and Food Habits in National Research Council.

Has done research on diet as it may affect cataracts of the eye, the vitamin requirement of older persons, and has investigated various food fads and fancies. Co-author of "Nutrition in Health and Disease" by Cooper, Barber and Mitchell. Numerous scientific articles on nutrition.

✱

## GEOFFREY MAY

A.B. and LL.B. Harvard; LL.D. University of London. Barrister-at-Law in England, 1935. Expert in legal research, United States Department of Labor, 1924; member of the staff of Russell Sage Foundation, 1925-1927; associate on the Harvard Law School Survey of Crime and Criminal Justice, 1927-1928; assistant professor of law, Johns Hopkins University, 1930-1933; general secretary of the Family Ser-

vice Society of Richmond, 1933-1936; legal consultant for the Russell Sage Foundation since 1935. With the Social Security Board since 1936 in various capacities.

Assistant coordinator of health, welfare, and related defense activities, 1941. Member of the war department commission to study civil defense in Great Britain in 1941.

Member of legal and sociological societies of America and England. Publications on marriage laws and economics; articles in legal and sociological publications.

\*

### BERNARD IDDINGS BELL

B.A. University of Chicago; S.T.B. and D.D. Western Theological Seminary; Litt.D. Columbia; LL.D. Colorado College; Ped. Doc. University of the State of New York. Sometime university and cathedral preacher in America, England, and Canada. Author of many books. Two latest are "Understanding Religion" and "Still Shine the Stars," both 1941.

\*

### RUSSELL C. STROUP

A.B. and A.M. Stanford University; studied at University of Southern California. Theological training at Drew Seminary.

In the ministry of the Methodist Episcopal Church of Southern California for ten years. At present Pastor of the First Presbyterian Church of Lynchburg, Virginia.

Has spoken in many colleges in California, the East, and Virginia.

\*

### MARY ELY LYMAN

A.B. Mount Holyoke College; B.D. Union Theological Seminary; Ph.D. University of Chicago; Litt.D. Mount Holyoke College.

Has taught at Vassar, Union Theological Seminary, and Barnard. Conference teacher for Y. W. C. A. at various times in the United States, in Paris, and in Estonia. Visiting lecturer at American School of Oriental Research in Jerusalem. At present Dean of Sweet Briar College and professor of religion.

In 1940 Dean Lyman was listed as one of 100 American women chosen for service by the Women's Centennial Congress. She is a trustee of Mount Holyoke College and the Cummington School. Author of five books on religious subjects.

## DISCUSSION GROUPS

Faculty Chairman	Student Leader
DR. JOSEPH E. BARKER	NANCY BICKELHAUPT
MRS. LINDA S. BROWN	DOUGLAS WOODS
DR. LAURA BUCKHAM	MARY LAW
DR. TURNER CAMERON	MARGARET TROUTMAN
DR. LUCY CRAWFORD	ELOISE ENGLISH
MISS JESSIE FRASER	DIANA STOUT
DR. COLLERHOE KRASSOVSKY	ANNE MCJUNKIN
MRS. BERNICE D. LILL	DEBORAH DOUGLAS
MR. SALVATORE C. MANGIAFICO	CATHERINE COLEMAN
DR. GERTRUDE MALZ	MARGARET PRESTON
MISS DRUE MATTHEWS	ALICE SWENEY
DR. ELISABETH MOLLER	MARGARET GORDON
DR. ETHEL RAMAGE	EUGENIA BURNETT
MISS LISA RAUSCHENBUSCH	PAGE RUTH
DR. DORA NEILL RAYMOND	PHYLLIS TENNEY
DR. CAROL M. RICE	POLLY PEYTON
MISS HARRIET H. ROGERS	BETTY HANGER
DR. EVA M. SANFORD	ANNE BUNDY
DR. RAYMOND SHORT	BETSY CHAMBERLAIN
MISS CAROLINE SPARROW	MARGARET BECKER
MRS. BERTHA F. WAILES	NANCY BEAN
MR. ERNEST ZECHIEL	BARBARA RIPLEY



*One of the discussion groups meeting with Dr. Joseph E. Barker  
between the sessions of the Institute.*





